**Formative Assessments**

Formative Assessment: a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing

**ABC’s:** complete the sentence -- A (letter) is for (topic) because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. B is for \_\_\_\_ because \_\_\_\_\_\_\_\_. C is for \_\_\_\_\_\_ because \_\_\_\_\_\_\_\_.

**Analogy Prompt:** (A designated process, concept, or principle) is like \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Dialogue:** Write a conversation between someone with expertise in the topic and someone who would need the expertise The expert offers supporting details and definitions.

**Dos & Don’ts*:*** List 3 Dos and 3 Don’ts when using, applying, relating to the content (e.g., 3 Dos and Don’ts for solving an equation).

**Four Corners:** Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , which corner would you choose? Corner 1: The Dirt Road –(There’s so much dust, I can’t see where I’m going! Help!!) Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.) Corner 3: The Highway ( I feel fairly confident but have an occasional need to slowdown.) Corner 4: The Interstate (I ’m traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.

**How-To Poem:** Include formal and informal language. “How to Be a Tornado” “How to Be a Shark” “How to Be a Rhombus”

**Index Card Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Kooky Quiz:** Create a multiple choice question based on today’s topic. Three of the choices should be ridiculous, except in the case where the real answer appears to be ridiculous. Example: After winning a soccer game an Inca a) goes to have a soda with his friends, b) shakes hands with the opposing team, c) gets his heart cut out and eaten by the captain of the opposing team, d) all of the above. Example: When playing soccer, the Inca player uses a a) soccer ball, b) cabbage, c) boulder, d) all of the above.

**Newspaper Headline:** Write a headline that captures the main idea of our topic.

**One Dozen Summary:** Using exactly twelve words, summarize the lesson.

**RAFT:** You are the supervisor of transportation (role) for a local school district. Write an email (format) to a teacher (audience) who needs to know how much it will cost to take a field trip (topic) to the art museum, which is 20 miles away. In your message, explain (strong verb) the cost of transportation, knowing that the bus you plan to use gets nine miles per gallon of gasoline and the going rate for gasoline these days is $3.39 a gallon.

**Rare Photograph:** Draw something that makes no sense based on what has been learned about the topic. For instance, a rabbit eating a steak; people sunbathing on Neptune; a honeybee reading a map

**Riddles:** List facts you know on the topic. Number the facts with the first fact being the fact least likely to give away the answer to the riddle. The highest number goes to the fact the would most likely give away the answer. Think of an ending question. (What is it?)

**Roll the Die:** 1) I want to remember, 2) something I learned, 3) three important words, 4) something you already knew, 5) I’m still wondering, 6) a connection I made

**Stoplight Exit:** Student decides which one to respond to and places Post-it on the appropriate stoplight circle when leaving class.

* Green - What I Learned
* Yellow - What I considered, a question
* Red - What stopped the learning

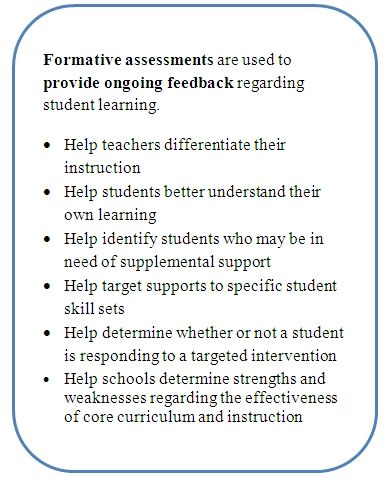
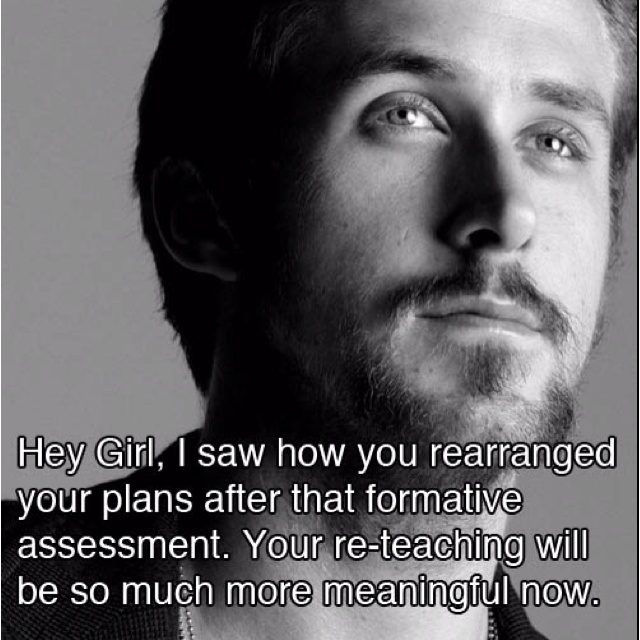
**Student Self-Assessment:**

* I am pleased with my work so far, because…
* Two improvements I’ve made are…
* Next time I revise my work, I need to focus on…
* I would grade myself a 1,2,3,4,5 because I…
* In order to improve, I need to…

**Three Words:** Students first choose three words that describe some content topic. Then students write about why their three words capture the essence of what was read or studied.

**Three Most Common Misunderstandings:** List what you think might be the three most common misunderstandings of a given topic based on an audience of your peers.

**Top Ten Lists:** Include some “ooh!” facts. Top Ten Reasons Why I want to Be a Grizzly Bear. Top Ten Ways to Get a British Soldier Mad at You. Top Ten Reasons Why I’m Proud to Be a Quadrilateral.



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Teacher’s copy will be blank except for the title of the assessment. Examples shown here will be found on slides and will be fashioned to fit the imaginary class the teachers are currently in. Teachers use the blank space to try an assessment related to their content area. This page will be a shared template that a teacher makes of copy of and fills in for her own use.

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| **ABC’s**  A is for democracy because it is a form of government for All the people. B is for democracy because it is By the people. C is for democracy because it fosters Community. |
| **Analogy**  Democracy is like a casserole because several kinds of people, the ingredients, work together to make something tastier and more interesting than a single ingredient. |
| **Dialogue**  How can that painting possibly be worth $100,000? Write the conversation between an art dealer and the customer. |
| **Do’s and Dont’s** |
| **How-to Poem** |
| **One Dozen Words**  Layering text gives students a starting point, resulting in deeper, complex thinking. |
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